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ABSTRACT

A developmental research investigation concerned with the establishment or reorganization of a very small, individualized secondary school in an isolated community was described in these guidelines. Fifty-five principles in 7 areas were incorporated into an attitudinal instrument and mailed to 4 populations: Western States Small School Project Administrators; postmasters in isolated communities; rural legislators; and State Department of Education Directors of secondary, rural, and Indian education. Results were statistically analyzed. Four general hypotheses were answered and it was recommended that: (1) an isolated community adopt these guidelines, (2) a community with a small rural secondary school reorganize its school on the basis of these guidelines, (3) these guidelines be used to improve rural education throughout the United States, (4) use of the guidelines will insure reasonable cost, (5) evaluation be done by a university department, and (6) abstracts of this investigation be circulated throughout rural America. (Author/PS)

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Guidelines

For

Establishing or Reorganizing a Very Small, Individualized-Secondary School

In

An Isolated Community

By

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Arizona State University

April 1972

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ABSTRACT

This was a developmental research investigation that concerned itself with the generation of guidelines for the establishment or reorganization of a very small, individualized-secondary school in an isolated community.

There had been numerous studies over the years suggesting that a small secondary school should use this innovation or method for one aspect of its operation, and then another study would concern itself with another aspect. It appeared that there were two major factors that had not been given enough weight or consideration: (1) all of the innovative and traditional type factors involving the major areas necessary to establish or reorganize a small secondary school had not been pooled together and presented in a fashion that a school administrator could utilize; and (2) the vital populations necessary to insure the successful establishment of such a school had not been consulted, nor were their attitudes and desires analyzed. Hence, the organization for this investigation.

By a review of the literature, fifty-five researchers' principles were established under seven areas that were considered essential in establishing or reorganizing a small, individualized-secondary school. These seven areas were: (1) Curriculum and Scheduling; (2) Instructor Performance and Methods; (3) Organization and

Active Involvement of Community, State Department of Education, and Elementary School Personnel in the Routine Operation of the Secondary School; (4) Employment of the Professional and Lay Staff; (5) Obtaining Suitable School Plant Facilities and Equipment; (6) In-Service Training; and (7) Financing the Secondary School.

The seven areas and fifty-five principles were incorporated into an attitudinal instrument and mailed to members of four vital populations. These populations were: (1) Western States Small School Project Administrators, (2) Postmasters in Isolated Communities (Community Leaders), (3) Rural Legislators, and (4) State Department of Education Directors of Secondary, Rural, and Indian Education.

Results from the Instrument were statistically analyzed by use of the Two-Way ANOVA with Repeated Measures Test with a significance level of .05. If the results proved significant at that level then a Scheffe's Multiple Comparison Test was utilized to pinpoint the exact difference to a population group and a question. No groups were singled out, but 12 out of 63 questions were significantly different from the questions within their own areas.

A Guideline Synthesis Process was placed into operation, which compared the results from the statistical analysis with the researchers' principles and compromised the two if necessary. Fifty-two guidelines were created under the seven areas. A PERT Summary Network and a Chronological Check List for the administrator and/or community

were created.

Four general hypotheses were answered, and are as follows:

1. That practical guidelines can be formulated that will provide secondary-aged students with an adequate and successful very small, individualized-secondary school in terms of an education program and fiscal expenditures.

   Number 1 was accepted.

2. That significant differences will exist between what researchers consider successful practices for a small high school and what the four vital populations consider them to be.

   Number 2 was accepted.

3. That significant differences exist between the four vital populations in the areas of what they feel is necessary for a very small, individualized-secondary school.

   Number 3 was rejected.

4. That isolated small communities desire to have a secondary school of their own established in their community.

   Number 4 was accepted.

The recommendations of the investigation were as follows:

1. That an isolated community adopt these guidelines as written, and establish a very small, individualized-secondary school of its own.

2. That a community with a small rural secondary school reorganize its school on the basis of these guidelines.

3. That these guidelines be used to improve rural education at the secondary level throughout the United States.

4. That by following these guidelines an administrator will greatly enhance his chances of being

able to have a successful secondary school in terms of an educational program at a reasonable cost.

5. That when a school district and community agree to try these guidelines, that they contact a department of educational administration at any university in order to have a research investigator conduct an evaluation study from the start to the finish of the project.

6. That copies of an abstract of this investigation be circulated throughout rural America, its school districts, and its isolated communities; as well as the respective state departments of education.

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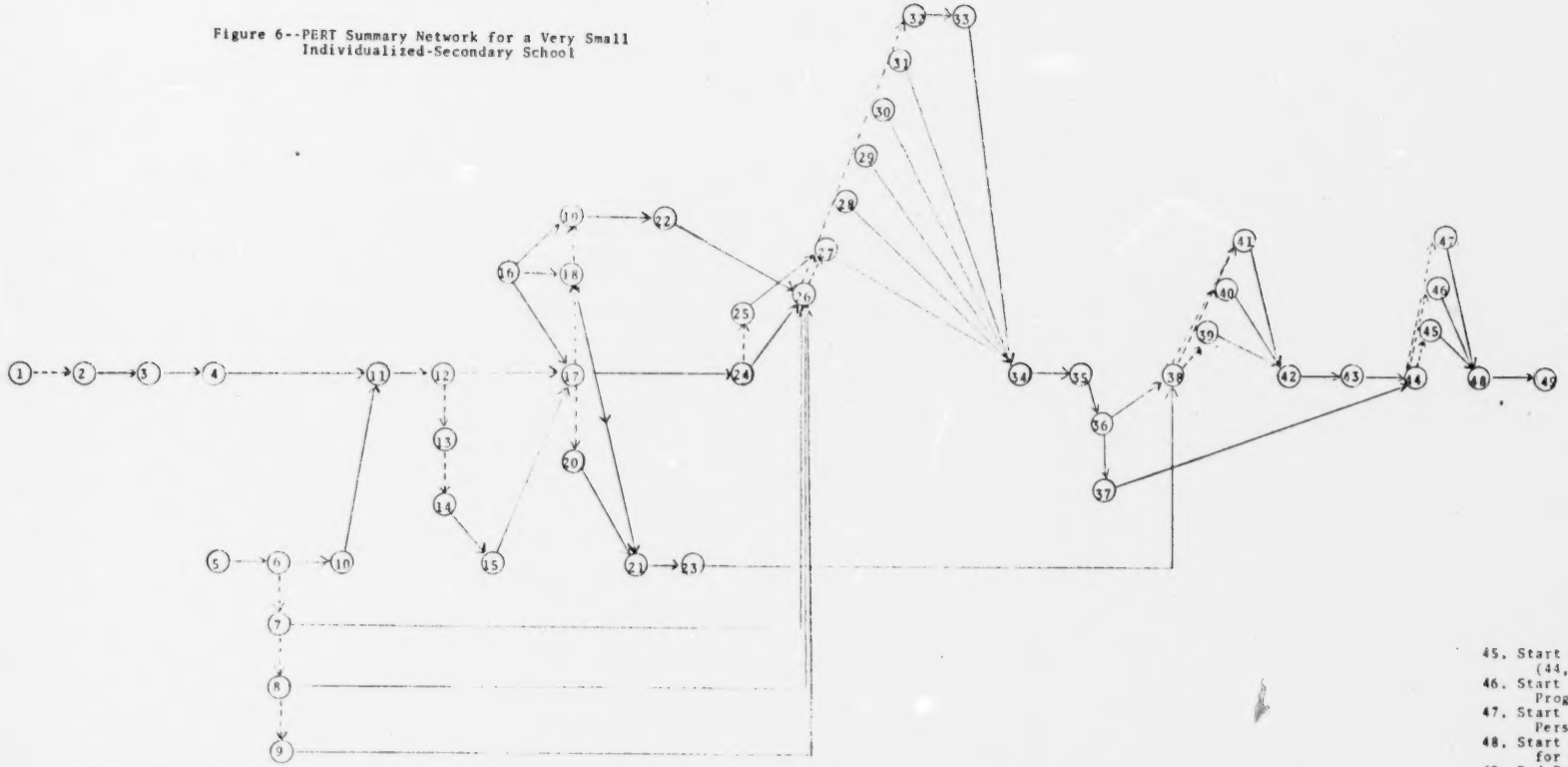
Figure 6--PERT Summary Network for a Very Small Individualized-Secondary School



1. Start Proj.--Unique Design Req. (1)
2. Start Comm. Info. Prog. (27,3,2,23,24)
3. Start Comm. Pledge of Involve. (26)
4. Start Employ. of Profess. Ed. to Organ. (18)
5. Start Bond & Prop. Tax Elect. (51)
6. Start Seek. "Extra" State Support (52)
7. Start Search for Status-Free Text. & Supp. Mat. (45)
8. Start Search for Status-Free St. Dept. Consul. (46)
9. Start Seeking Fed. Funding (50)
10. Start Seeking Fund. for In-Service (49)
11. Start Comm. Resp. Workshop (41)
12. Start Facilities Search (37)
13. Start Survey Use of Elem. Fac. (38)
14. Start Survey-Use of Comm. Fac. (39)
15. Start Rental Determ. by Comm. Lead. (47)
16. Start Determ. of St. Instr. Ratio (33)
17. Start Survey & Order. Proc. of Sec. Port. Blds. (41)
18. Start Surv. of Comm., State, & Elem Res. Pers. (28)
19. Start Instr. Employ. Criteria (32,34,11,31)
20. Start Determ. Aide Pers. Criter. (35,36,29,47)
21. Start Salary Determ. for Res. Pers. & Aides (47,35)
22. Start Employ. of Prof. Staff (42)
23. Start Employ. of Aides (35,36)
24. Start Admin. Plan. In-Serv. (43)
25. Start Surv. Poss. Work Exper. (30)
26. Start Prof. Staff Workshop-Ed. Prog. Dev. (44)
27. Start Determ. St. Work Exper. (4)
28. Start Determ. Res. Pers. (25,29,35,36)
29. Start Determ. Indiv. Curr. (3,2,4,19)
30. Start Determ. Basic Skill Levels (6)
31. Start Determ. Types Technol. (12-18)
32. Start Determ. Time Req. Learn. Exp. (8)
33. Start Determ. St. Eval. (22)
34. Start Employ. of Res. Pers. (35,36)
35. Start Stu.-Parent-Staff Meeting (27)
36. Start Plan. Prof. & Res. Pers. Workshop (43)
37. Start Stu. Testing (21)
38. Start Prof. & Res. Pers. Workshop (44)
39. Start Coord. Res. Pers. (44)
40. Start Coord. All Staff Sched. (9, 10,24)
41. Start Determ. Mat. Needed (45)
42. Start Order. Mat. for Sch. (40)
43. Start Plan. Workshop-St. Analy. & Mat. & Sch. (43,44)
44. Start Workshop (Prof. & Staff) St. Anal. & Mat. & Sch. (44)
45. Start Coord. Prog. Mat. (44, 12-18)
46. Start Coord. & Analy. St. Prog. (44,21)
47. Start Final Coord. Res. Pers. (9,25,10)
48. Start Par.-Comm.-Staff Orient. for Opening Sch. (27)
49. End Proj.--Open School

Number in Parenthesis = Guideline(s) Number.

Area I: Curriculum and Scheduling

Guideline 1: The design of a small secondary school must be unique, and should not copy that of the larger school

Guideline 2: Each student should be afforded the same opportunity (whenever possible) to select courses within a broad area of curriculum as can students in a large school. Legislators should be provided with information on new techniques in teaching and organization plus technology that make this possible.

Guideline 3: The instructor should select subject matter for each student based on the student's achievement level, interests, and vocational and educational goals. Information relating to 'individualized' instruction should be sent to legislators of the state.

Guideline 4: Work and field experiences should be incorporated if possible in every student's program of studies.

Guideline 5: Vocational curriculum and/or work experience must utilize community resources and personnel.

Guideline 6: All students in the small secondary school must obtain basic skill levels (to be determined by the staff, state, and community) in: (a) mathematics; (b) science; (c) reading ability; and (d) language development... speaking, writing, listening.

Guideline 7: Small secondary school courses should be ungraded in nature, based on an individual's ability to progress on a continuous basis according to his speed, ability, and interest rather than freshman English, senior problems, or Junior P.E.

Guideline 8: The amount of time scheduled for each learning experience should be based on the task to be accomplished, rather than on a fixed amount of time for every subject no matter what the subject.

Guideline 9: Staff schedules for both elementary and secondary personnel, as well as student schedules, must be flexible in order to give or receive curricular help within a variety of activities.

Guideline 10: Learning experiences should be scheduled for students at any reasonable time during the day, rather than having to be scheduled at the same hour on fixed days of every week. Care should be taken to explain the schedule to the community at public meetings.

Area II: Instructor Performance and Methods

Guideline 11: The individual in the very small secondary school who has the responsibility for managing, counseling, and part-time instructing for a group of secondary students does not need to have a special title, but should be identified in some manner, such as 'Chief Instructor' or 'Instructional Manager' etc.

Guideline 12: A small secondary school instructor should take full advantage of programmed instruction, such as Learning Activity Packages and Teaching Learning Units. These should be purchased commercially until the instructional staff is able to develop local ones, and assistance should be asked of the state department of education for support and advice.

Guideline 13: Movies and filmstrips should be utilized when appropriate in the learning sequence, and to assist the instructor in filling in voids that were created due to a variety of environmental conditions.

Guideline 14: Use of the amplified telephone and the magnetic tape should be made by the instructor to bring "outside" learning experiences to the individual students.

Guideline 15: Small high school instructors should plan to make full use of whatever educational television is in their geographic area, as well as full use of video-taping equipment and films for individual and group learning experiences.

Guideline 16: Small high schools that have daily, long, bus routes should equip those buses with audio and video-taping equipment, so that the instructor would be able to coordinate individual learning experiences and make maximum utilization of student time.

Guideline 17: Instructors in the small secondary school should make use of computer assisted instruction and teaching machine individualization of instruction provided that they receive technical support, and are allowed time for coordination and training. Information should be provided the legislators of the state concerning the benefits of this type of technology.

Guideline 18: The extensive use of machine and other technologies is highly encouraged for the small secondary school to fill whatever gaps in instruction and/or environment that the instructor does not have the scope and/or setting to sufficiently cover.

Guideline 19: Due to the probability that many people were taught under the teacher-lecture-textbook type of instructional method it will take a period of time and public discussion to promote understanding and acceptance of techniques designed to individualize instruction.

Guideline 20: An instructor should maintain an active file on each student assigned to him which would include: the student's course of study; a variety of testing results; continuous progress reports of the student's activities in each subject area; and his vocational, educational, and interest goals.

Guideline 21: A series of achievement tests in the basic skills areas and general intelligence tests should be given to each student before the instructor designs the student's individualized program. The following tests are recommended as they are relatively culturally free:

(1) Reading--The Classroom Reading Inventory by Silvaroli, published by Wm. C. Brown Co., Bubuque, Iowa, 1970.
(2) Math & Science--Form 3a, Cooperative--Sequential Tests of Educational Progress by Educational Testing Service, Los Angles, California, 1957.
(3) Language--"California Language Test Form X and Z," California Achievement Tests by the California Test Bureau, Monterey, California, 1957.
(4) Intelligence--The Raven Colored Progressive Matrices by the Psychological Corporation of New York, 1956 or The Wechsler Intelligence Scale for Children by the Psychological Corporation of New York, 1949.

Guideline 22: The instructor should utilize the Stanford Achievement tests to measure achievement levels in various subjects during an individual's learning process or other equivalent national achievement tests. Grading should be correlated with progress and credit given only for actual work done, not for amount of knowledge known solely.

Guideline 23: To make full use of the talents available and to equalize educational opportunities, the small secondary school should differentiate its staff activities so that maximum use is made of community lay specialists, state department of education consultants (may take a little encouragement in some states), and elementary school specialists.

Guideline 24: To equalize educational opportunities within the small school, the technique of breaking down the traditional class grouping into truly individualized and small group instruction patterns could be placed into operation.

Area III: Organization and Active Involvement of Community, State Department of Education, and Elementary School Personnel in the Routine Operation of the Secondary School.

Guideline 25: Community lay people who are specialists, such as, local arts and crafts talent, auto mechanics, cooks, secretaries, industrial shop foremen, and other resources should be utilized, as the students can learn much from them. However, the primary instructor of the students should assist with the planning and organization of the activities.

Guideline 26: Before the small secondary school can be seriously considered for operational status, community members, state department of education personnel, and elementary school personnel must pledge their active involvement on a part-time basis for the normal operation of the school.

Guideline 27: An informational program should be established, from the outset, by the school and community leaders to properly explain the new secondary program to any interested publics.

Guideline 28: The school administrator should conduct a survey of individual skills of persons within the community, the state department of education, and the elementary school personnel, which would include when they would be available to assist the secondary school.

Guideline 29: Resource persons and aides should be involved in actual classroom operation whenever the secondary instructor believes that a student or group of students can benefit from their presence.

Guideline 30: The school administrator should make contact with all types of businesses, organizations, and individuals who might provide work experiences for the secondary students.

Area IV: Employment of the Professional and Lay Staff

Guideline 31: The school administrator should, in employing staff, make sure that the new and present staff complement each other in background, skills, and attitudes.

Guideline 32: The secondary instructor(s) or instructional manager(s) employed should possess the following traits:

(a) General secondary curriculum knowledge, rather than being a subject specialist in just one area.
(b) Counseling skills in the vocational, educational, and testing areas.
(c) Educational technology skills.
(d) Human relations skills for individual and small group work.

Guideline 33: A fair ratio of students to instructor should be set for the small secondary school taking into consideration the fact that he would have the primary responsibility for managing an entire secondary curriculum for these students. Such a ratio could be twenty to one, but the scope of the job should be explained to the various publics before the ratio is set.

Guideline 34: It would be desirable for new professional staff members to commit themselves to the flexible type of small secondary school program to the extent that they would see the need to live in the community.

Guideline 35: To take advantage of community resource persons as potential assistance for the school, a criteria for hiring or requesting part-time volunteers must be established. Full-time aides must also be screened carefully, and should be paid.

Guideline 36: Use of community resource personnel and volunteers must be explained to the community as a whole, and it should be made clear that these individuals will be utilized or employed on a "need basis," which will be irregular timewise.

Area V: Obtaining Suitable School Plant Facilities and Equipment

Guideline 37: A separate school plant and campus is not a necessity for the small secondary school.

Guideline 38: The school administrator should investigate the elementary school's plant and schedule, and if possible should utilize some of its space for the following activities or functions:

(a) An instructional materials resource center.
(b) Office space for secondary instructors and administration.
(c) Physical education activities.
(d) Classroom for multi-purpose individualized instruction.

However, the full explanation of these uses should be given to the isolated communities' leaders and to the respective state departments of education.

Guideline 39: It is desirable to use building and facilities, both public and private in the community, such as the following to meet the secondary instructional facility and equipment needs:
(a) Community arts and crafts centers.
(b) Church kitchens.
(c) Industrial plants with ship facilities.
(d) Business offices.
(e) Automobile and service station garages.

However, the local publics including school personnel must understand the purpose that these buildings and facilities will have, and any that the individual publics oppose, such as church kitchens should not be utilized.

Guideline 40: Do not purchase any equipment for the small secondary school until a complete inventory of available equipment in the community and elementary school is made. Also do not purchase equipment until the individualized curriculum is formulated by the instructors.

Guideline 41: The use, if necessary, of portable buildings as a base of operations for the secondary school and/or to supplement voids in either community or elementary school facilities would be desirable. Flexibility in purpose and durability of building construction should be major considerations.

Area VI: In-Service Training

Guideline 42: An educational program highlighting individualized instruction must have professional in-service planning time prior to many other administrative and organizational decisions. The hiring of new professional staff, if at all possible, should be completed by Spring Vacation so that a workshop could be held for the entire professional staff at that time.

Guideline 43: The school administrator should be responsible for the planning and the operation of the in-service training sessions, however, he should feel free to contact an outside consultant service, such as Learning Foundations, to help with the actual presentations.

Gruideline 44: The following in-service training sessions could be scheduled with some variation in time however, the change in curriculum should be pointed out to both lay and educational publics:

(a) Early in the winter...for all community leaders and interested citizens...community responsibilities in establishing a secondary school plus personal and fiscal commitments from the citizenry.
(b) Spring vacation...new and old professional staff...educational program planning.
(c) Week after school dismissal...professional staff, community resource and volunteer staff (part time), and state department of education personnel...program plus coordination of professional and part-time people.
(d) Week prior to school opening...professional and school staff, plus whatever part-time staff that is necessary...to coordinate program materials, analyze student programs and coordinate resource personnel efforts.

Area VII: Financing the Secondary School

Guideline 45: In accordance with the concept of 'free' public education and assuming state laws permit, students should be provided text-books and supplementary materials free of charge.

Guideline 46: The state department of education should provide consultant and resource services to the secondary school and to the instructors on a no-cost basis.

Guideline 47: Involve the community leaders, as well as the school board, in establishing a fair salary scale for community resource people (based on hours and type of service rendered) and in fixing of rental rates for community facilities utilized by the school.

Guideline 48: A year prior to the establishment of the secondary school and after an extensive explanation to the lay publics as to why prior planning and organization are necessary, funding should be allocated for a professional educator to work on at least a part-time basis to organize the school.

Guideline 49: Funding for in-service workshops should be made available available a year prior to the opening of the secondary school, which would include funds for travel of new staff to the community to be involved in the in-service training. The purpose of the in-service workshops (involving both lay and educational personnel) should be carefully explained prior to the request for funding to the lay publics.

Guideline 50: The School District should seek Federal funding for equipment and program expenses of the very small, individualized-secondary school. In doing so, the administration should inform their state legislators either through the state depart of education or directly as to why the need exists for such funding.

Guideline 51: Local fiscal effort may have a favorable effect on state legislative support of this type of secondary school, and if the communities and their leaders will not support the following, one should question the establishment of such a school:

(a) Approval of an excess levy or bond issue to be used for equipment and facility rental expenses of the new school; the issue rate would be equal to the statewide average.
(b) Approval of a property tax rate for the new school, with the rate equal to the statewide average.

Guideline 52: Isolated school districts should receive 'extra' state financial support and community and educational leaders should work with the state department of education and state board to insure that this support is adequate.

CHRONOLOGICAL CHECK LIST

This check list is designed for the small secondary school administrator and/or community in which a very small, individualized-secondary school is being reorganized or established. It is to be utilized with the Guidelines plus the PERT Summary Network. The Guideline Numbers that are to be applied to each item are enclosed by parenthesis at the end of each item:

1. Commitment by the community leaders to start the project including the knowledge that the secondary school cannot be a copy of a larger school. This must be accomplished at least by the summer over a year before the school is to finish its reorganization or to be established. (1) . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

2. A community-wide information program should begin which should continue throughout the project. (2,3,23,27,24) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

3. A pledge of active involvement from the community, state department of education and elementary school personnel must be obtained. (26) . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

4. One year prior to opening, a professional educator is hired to organize the project. (48) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

5. In accordance with state laws, conduct Bond and Property tax elections if necessary . (51) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

6. Determine if 'extra' state support is available for the school. (46) . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

7. At the same time as #6 determine if free textbooks and supplementary materials can be offered to the students. (45) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

8. At the same time as #6 determine if the state department of education will provide free consultant help for the school. (46) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

9. At the same time as #6 seek Federal Funding. (50) . . . . . .
   Date Begun _____ Date Accomplished _____ By Whom _____

10. By late Fall seek local school district funding for In-Service training that will have its first session in late fall or early winter. (49) . . . .
    Date Begun _____ Date Accomplished _____ By Whom _____

11. In the late fall or early winter conduct the Community In-Service Workshop on personal and fiscal commitments. (44) . . . . . .
    Date Begun _____ Date Accomplished _____ By Whom _____

12. Start school facilities search by late fall.(37)
Date Begun_____Date Accomplished_____By Whom_____

13. Investigate the Use of Elementary School facilities for use by the secondary school.(3)
Date Begun_____Date Accomplished_____By Whom_____

14. Investigate the Use of all types of Community Facilities.(39)
Date Begun_____Date Accomplished_____By Whom_____

15. After #14 is started have the community leaders plus school board determine fair rental rates for the community facilities.(47)
Date Begun_____Date Accomplished_____By Whom_____

16. Determine the Student-Instructor ratio.(33)
Date Begun_____Date Accomplished_____By Whom_____

17. After completion of the facilities investigations and #16, determine if any Portable Buildings are needed and start the ordering process.(41)
Date Begun_____Date Accomplished_____By Whom_____

18. Conduct a Survey of Community, State, and Elementary Resource Personnel will be available for the school.(28)
Date Begun_____Date Accomplished_____By Whom_____

19. By late winter determine the Instructor Employment Criteria.(32,34,11,31)
Date Begun_____Date Accomplished_____By Whom_____

20. Determine criteria for Aide personnel.(35,36,29,47)
Date Begun_____Date Accomplished_____By Whom_____

21. After #20 is started have the community leaders plus school board determine a fair, but not excessive salary rate for Community Resource and Aide Personnel.(47,35)
Date Begun_____Date Accomplished_____By Whom_____

22. Begin the Employment of the Professional Staff at least by late winter.(31,42)
Date Begun_____Date Accomplished_____By Whom_____

23. Start Employment of Aides.(35,36)
Date Begun_____Date Accomplished_____By Whom_____

24. Start Administrative Planning of the March-April, Professional Staff Workshop.(43,44)
Date Begun_____Date Accomplished_____By Whom_____

25. Conduct a Survey of Different Types of Work Experience available within the community. It should be completed by the Professional Workshop.(4)
Date Begun_____Date Accomplished_____By Whom_____

26. March-April (Spring Vacation) - Start Professional Staff Workshop for the School's Educational Program development. (44,42)
Date Begun_____Date Accomplished_____By Whom_____

27. During the Workshop determine the types of Student Work Experience.(4)
Date Begun_____Date Accomplished_____By Whom_____

28. During the Workshop determine the Resource Personnel needed.(25,29,35,36)
Date Begun_____Date Accomplished_____By Whom_____

29. During the Workshop determine the basic outline of the Individualized Curriculum. (3,2,4,19)
Date Begun_____Date Accomplished_____By Whom_____

30. During the Workshop determine the Basic Skill Levels for Students.(6)
Date Begun_____Date Accomplished_____By Whom_____

31. During the Workshop determine the various Types of Technology that will be needed to assist the Instructors.(12-18)
Date Begun_____Date Accomplished_____By Whom_____

32. During the Workshop determine the basic outline of time required for the various Learning Experiences.(8)
Date Begun_____Date Accomplished_____By Whom_____

33. During the Workshop determine the Student Evaluation techniques to be used.(22)
Date Begun_____Date Accomplished_____By Whom_____

34. Begin the employment of Resource Personnel to be completed by the June Workshop along with the completion of Aide Personnel hiring.(35,36)
Date Begun_____Date Accomplished_____By Whom_____

35. During the first part of May conduct a Parent-Student Staff Meeting for information purposes.(27)
Date Begun_____Date Accomplished_____By Whom_____

36. Administrative and professional staff planning of the June Professional and Resource Staff Workshop.(43,44)
Date Begun_____Date Accomplished_____By Whom_____

37. Conduct student basic skill and intelligence testing in May, the scoring of which should be completed by August.(21)
Date Begun_____Date Accomplished_____By Whom_____

38. After school has been dismissed for the year begin the June In-Service Workshop concerning the Professional Staff, Community Resource and Volunteer Staff, and State Department of Education.(44)
Date Begun_____Date Accomplished_____By Whom_____

39. During the June Workshop, coordinate the efforts of the Professional Staff and the Resource Personnel. (44)
Date Begun_____Date Accomplished_____By Whom_____

40. During the June Workshop, start the coordination of all of the various Staffs' Schedules. (9,10,24)
Date Begun_____Date Accomplished_____By Whom_____

41. During the June Workshop, determine the various Materials and Equipment needed by the Staff and Resource Personnel. (45)
Date Begun_____Date Accomplished_____By Whom_____

42. Order necessary Materials for the School. (40)
Date Begun_____Date Accomplished_____By Whom_____

43. Begin Administrative and Professional Staff planning of the Aug.-Sept. Workshop. (43,44)
Date Begun_____Date Accomplished_____By Whom_____

44. Begin Aug.-Sept. (Week prior to school opening) Workshop concerning Materials + Students + Resource Personnel. (44)
Date Begun_____Date Accomplished_____By Whom_____

45. During the Aug.-Sept. Workshop, coordinate the Educational Program Materials and Technology. (44, 12-18)
Date Begun_____Date Accomplished_____By Whom_____

46. During the Aug.-Sept. Workshop coordinate and analyze Student Programs. (44,21)
Date Begun_____Date Accomplished_____By Whom_____

47. During the Aug.-Sept. Workshop make final schedule coordination of Resource Personnel. (9,25,10)
Date Begun_____Date Accomplished_____By Whom_____

48. A few days before the school opens present a parent-community-staff Orientation one evening (27)
Date Begun_____Date Accomplished_____By Whom_____

49. Open the New or Reorganized Secondary School in Early September.
Date Accomplished_____